 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Kaitlyn Bowie **Lesson #:** 4 **Facet:** Perspective

**Grade Level:** 7 **Numbers of Days:** 5 (Ongoing with Lesson 3)

**Topic:** "The Golden Compass"

**PART I:**

**Objectives**

Student will understand that these themes develop over the course of the story. Student will know sequence and timelines in relation to themes. Student will be able to analyze the course of themes throughout "The Golden Compass," Product: Blog

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 7
* **Domain:** Reading- Literature
* **Cluster:** Key Ideas and Details
* **Standard:** (2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Rationale:** I am teaching students how to analyze a theme throughout the course of a story and how it connects to the plot.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I will have a section of time set aside for any questions students may have about the flow chart, analyzing the themes and connecting them to events, or their blogs.

**Section II – timely feedback for products (self, peer, teacher)**

At the end of "The Golden Compass" students will have the chance to review their past blog entries, share them with peers if they choose, and make any make any technical corrections to their blogs. I will then grade their blogs based off of my rubric.

**Summative (Assessment of Learning):** I am helping students learn to recognize and analyze the development of themes throughout the course of "The Golden Compass" by maintaining a blog as they read "The Golden Compass" that analyzes and connects a theme to the events in the chapter.

**Integration**

**Technology:** Students will the site "Blogger" to maintain a blog as they read "The Golden Compass." This will become a tool and resource that they will later use for their Digital Portfolio.

**Content Areas:** I am integrating Biology into this lesson by using the metamorphosis of a caterpillar as a way of visually representing the development of themes throughout the course of a book.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

I will use the Flow Chart graphic organizer to help students visualize a developing theme by writing down the original theme, three ways in which it evolved, and finally include textual evidence that supports their developmental claim. I will use the Numbered Heads cooperative learning strategy to create groups of four, each students having a number, to complete the flow chart organizer, I will then call out a number and the corresponding student must stand up to explain their group's flow chart.

**Section II – Groups and Roles for Product**

Students will have the option of sharing their blog entries with their classmates to check for spelling, grammar, and sufficient content.

**Differentiated Instruction**

**MI Strategies**

**Logical:** These students will enjoy analyzing the themes throughout the course of "The Golden Compass" and explaining the development and connections the themes make to the events in the chapter.

**Visual:** These students will enjoy being able to look back on their blog entries after they finish "The Golden Compass" and see their own progress and the progression of the themes throughout the course of the book in relation to the events in the chapter.

**Musical:** These students will enjoy having the flexibility to add music videos or audio files to their blog that they feel connects to either the theme from the chapter or the events from the chapter in "The Golden Compass."

**Intrapersonal:** These students will enjoy being able to quietly reflect upon their readings and share their analyses of the themes and the connection to the chapter's events as publicly or privately as they wish.

**Interpersonal:** These students will enjoy having the opportunity to not only share their thoughts and analyses on the chapter with me, but also verbally with their peers.

**Naturalist:** After these students have completed the analyses of the themes and their connection to the events in the chapter in their blog, they have the option of adding an additional piece about where they chose to read their book and how that either inspired or was uninspiring for their thoughts.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Absent students will be expected to check the class wiki to see what they have missed. The wiki will list what we talked about in class that day, any important notes, and PDF's of homework and handouts. If they have any questions, I encourage them to either schedule a meeting time with me, email me, or come during my office hours. The assignment(s) will be due the day following their return by the end of class that day.

**Extensions**

**Type II technology:** Blogger. Blogger is a user-friendly site and allows students to exercise a multitude of skills that can be used in other classes and grade levels.

**Gifted Students:** These students will be given the option to choose a single theme and track it throughout the course of "The Golden Compass." They will still be required to have an entry for each chapter.

**Materials, Resources and Technology**

* *Laptops*
* *"The Golden Compass"*
* *[Flow Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/flow.pdf" \t "_blank)*

**Source for Lesson Plan and Research**

*[Blogger](http://www.blogger.com/" \t "_blank)*

<http://blogger.com>

This is the site were students will be making their posts for each chapter. It has privacy options for any parents who may have concerns with their children joining. Blogger can also be used in other courses and can be utilized in future grade levels.

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Day 1 (80 Minutes)**

1- Hand out a small stack of sticky notes to each student and instruct them to cut them in half with scissors I provide them. (10)

2- Instruct students on how they are to go about marking their sticky strips as they read "The Golden Compass" and how to write their blog entries. (30)

3- Hand out copies of "The Golden Compass." (5)

4- Allow for independent reading time and opportunity for students to ask questions about sticky strips and/or blog entries. (35)

**Day 2 & 3**

1- Students will be allotted time in class to read "The Golden Compass" and record their sticky strips, timeline, and blog (introduced in lesson 4) and ask me any questions if confusion arises.

**Day 4**

1- Draw evolving caterpillar on the board and explain the idea of a theme developing over a course of time. (15)

2- Hand out flow chart and divide into groups to discuss the development of a theme. (20)

3- Come together and share charts. (25)

4- SR Time. (20)

**Day 5**

1- Have students select an event from their timeline and give a brief explanation presentation about that event and theme they chose. Their classmates will rate their explanations on a scale of 1-10 and give them feedback. (80)

My classroom will be set up with students set up into even numbered groups, at least two, but no more than four. Students will understand that there are a wide array of themes in every piece of literature. Students will be able to connect with the literature on a deeper level of understanding. *They will be able to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text*. The hook for my Lesson 4 does not come about until the fourth day when I will present the class with an image of the evolution of a caterpillar from caterpillar start, to cocoon, to it's final form as a butterfly to represent the volution of a theme throughout the course of a novel.

**Where, Why, What, Hook MI Tailor's:** Logical, Naturalist, and Visual.

Students will know sequence and timelines in relation to themes.I will use the Flow Chart graphic organizer to help students visualize a developing theme by writing down the original theme, three ways in which it evolved, and finally include textual evidence that supports their developmental claim. I will use the Numbered Heads cooperative learning strategy to create groups of four, each students having a number, to complete the flow chart organizer, I will then call out a number and the corresponding student must stand up to explain their group's flow chart. I am helping students learn to recognize and analyze the development of themes throughout the course of "The Golden Compass" by maintaining a blog as they read "The Golden Compass" that analyzes and connects a theme to the events in the chapter.

**Equip, Explore, Rethink, and MI Tailor's:** Logical, Visual, Interpersonal, and Verbal.

Students will be able to read a piece of literature and identify the themes, and how they play into the overall plot through their evidence seen in the major turning points of the text. Students will accomplish this when they maintain a blog as they read "The Golden Compass" for each chapter which analyzes and connects a theme to the events in the chapter. At the end of "The Golden Compass" students will have the chance to review their past blog entries, share them with peers if they choose, and make any make any technical corrections to their blogs. I will then grade their blogs based off of my rubric. Students will later use these blog entries to assist themselves and their classmates in designing their digital portfolio, as the entries on chapters that talk about their chosen theme will be usable artifacts that show evolution throughout the course of "The Golden Compass."

**Explore, Experience, Rethink, Revise, Refine, and MI Tailor's:** Logical, Visual, Musical, Interpersonal, Intrapersonal, and Naturalist.

Students will self-assess through chosen peer conferences or self-schedules student-teacher conferences in order to check for grammar/mechanics, content, and understandability. I will deliver feedback either immediately during one of our conferences, within a day or so if I need to have a student email me their entry, or at the end when I grade the student's entries based off of my rubric. This connects to the next lesson because it will prepare them to look at the development of characters throughout the course of the book and the themes that apply to their developing character.

**Evaluate, MI Tailor's:** Verbal, Logical, Intrapersonal, and Interpersonal.

**Content Notes**

*Students will learn that themes develop and expand throughout the course of “The Golden Compass.”*

After I have introduced the necessary components for Lesson 3, I will move onto having students sign up for a Blogger account for Lesson 4. Once they have an account established, they will begin a new blog entitled "The Golden Compass," and will tag all of their entries with "TGC" and "Themes." Once students have this set up, they may begin reading "The Golden Compass," and I will be available to answer questions and clarify any confusions about the formatting.

On day four of this lesson we will begin talk about the evolution of themes, using the metaphor of an evolving caterpillar. I will then hand out the flow chart and divide the class into groups to so as to select a theme and decide the development and "flow" of their chosen theme. We will then reconvene as a class and one person from the group will be the speaker and one to explain the developmental change that occurs in the theme. Any remaining time will be reserved for silent reading time and time to work on their blogs.

**Handouts**

* *[Flow Chart Graphic Organizer](http://www.eduplace.com/graphicorganizer/pdf/flow.pdf" \t "_blank)*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** This learning style will be met in this lesson by the use of guided reading. While reading "The Golden Compass" students will have a set list of required elements and a set focus of what they should be analyzing while reading this text.

***Microscope:*** This learning style is met in this lesson purely because of the analyzing requirements. This learning style likes to analyze and dig deeper into a topic, and because I what I am asking in this lesson, I feel these types of learners will thrive.

***Puppy:*** This learning style will be met in this lesson by the use of peer-to-peer tutoring. Students are welcome to have their classmates and peers look at their blog entries in order to receive feedback at any point while reading, and that is the kind of skill that helps me learners feel most comfortable in the classroom.

***Beach Ball:*** This learning style will be met in this lesson through the fact that the text being used, "The Golden Compass," is not a typical book for schools, as it has quite a bit of stigma about it's content. Therefore, there is a slimmer chance that students would have encountered this book before, making it something new and interesting, which these learners thrive on.

***Rationale:*** Thislesson will actively engage all kinds of learning styles and helps prepare students with technical tools that will be of use later to them in their educational career.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** I will have a section of time set aside for any questions students may have about the flow chart, analyzing the themes and connecting them to events, or their blogs.At the end of "The Golden Compass" students will have the chance to review their past blog entries, share them with peers if they choose, and make any make any technical corrections to their blogs. I will then grade their blogs based off of my rubric.

***Summative:*** I am helping students learn to recognize and analyze the development of themes throughout the course of "The Golden Compass" by maintaining a blog as they read "The Golden Compass" that analyzes and connects a theme to the events in the chapter. This will help to show evidence of them reading the text and analyzing it enough to form an opinions about where certain themes are most evident.

***Rationale:*** This will assess whether a student fully understands how to identify the connection between major events and themes and how they play into the overall plot of the story. By receiving feedback from their peers, students will be able to reflect on whether or not their thought process behind their connections are clear and are supported by textual evidence.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:*** Student will know that these themes develop over the course of the story. Student will know sequence and timelines in relation to themes.

***MLR or CCSS:* Common Core State Standards**

* **Content Area:** English
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***Facet:*** Perspective

***Rationale:*** This lesson meets the standard by giving students the chance to exercise their understanding of the relationship between the plot and the themes in a piece of literature.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Logic:** These students will enjoy analyzing the themes throughout the course of "The Golden Compass" and explaining the development and connections the themes make to the events in the chapter.

**Visual:** These students will enjoy being able to look back on their blog entries after they finish "The Golden Compass" and see their own progress and the progression of the themes throughout the course of the book in relation to the events in the chapter.

**Musical:** These students will enjoy having the flexibility to add music videos or audio files to their blog that they feel connects to either the theme from the chapter or the events from the chapter in "The Golden Compass."

**Interpersonal:** These students will enjoy having the opportunity to not only share their thoughts and analyses on the chapter with me, but also verbally with their peers.

**Intrapersonal:** These students will enjoy being able to quietly reflect upon their readings and share their analyses of the themes and the connection to the chapter's events as publicly or privately as they wish.

**Naturalist:** After these students have completed the analyses of the themes and their connection to the events in the chapter in their blog, they have the option of adding an additional piece about where they chose to read their book and how that either inspired or was uninspiring for their thoughts.

***Type II Technology:*** Blogger

***Rationale:*** Blogger is a user-friendly site and allows students to exercise a multitude of skills that can be used in other classes and grade levels.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** C. The combination of sticky tabbing, timeline, and blogging requires students to reflect on the content that they read in order to make well thought out, well supported connections to the themes. They then take this reflection and think constructively about how all of this plays into the overall plot of "The Golden Compass."

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** B. The Blogger program allows for students to personalize their blog (appropriately) according to their interest and creative impulses. They are also able to add additional components to their blog that enhances the content and still expresses their own personal creativity with tools such as music and pictures.